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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 24, 2003, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Island View School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Dr. Lorin Broadbent and Director of Education Judith M. Jacques is commended.

The staff and administration are congratulated for the generally fine program being provided for Island View School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Island View School.

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ISLAND VIEW SCHOOL
ADMINISTRATION AND STAFF

School Administration

Dr. Lorin A. Broadbent.....	Principal
Dr. Jared U. Balmer.....	Executive Director
Judith M. Jacques	Director of Education
Kimball DeLaMare.....	Clinical Director
Steven D. Lancaster.....	Assistant Clinical Director
Dan Stuart.....	Assistant Clinical Director

Education Staff

Jennifer Capellen, Social Studies	Tamara Moore, Library Supervisor
Daniel Dahl, Spanish and Electives	Nathan Pack, Art
Rick Gildersleeve, Social Studies	Christine Orr, Library Media
Bonnie Graham, English	Wesley Riches, Math
Donna Hart, Science and Math	Debi Schmelzenbach, Science
Kristen Hattlestad, English	Carolyn Taylor, English

Recreation/Physical Education

Dan Burrell, Outdoor Education	Jennifer Workman, Physical Fitness
Sherry Jackson, Physical Education	Alta Swarnes, Supervisor

Primary Therapists

Colleen Allie	Dale Erdman	Blake Taylor
Chuck Bruder	Seth Geisler	Rod Thornley
Jenna Empey	Scott Howes	Jennifer Van Buskirk

Team Directors

Keoni Anderson	Kim Redmond-	Michelle Thorsen
Dan Degroot	Williams	
Ryan Henderson	Danna Russell	

Admissions

Merissa Garcia	Gay Jackson	Janice Pannell
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Medical Staff

Dr. Richard Jackson,
Medical Director,
Psychiatrist

Linda Creighton,
Psychiatric FNP

Judy Nelson,
Director of Nursing

ISLAND VIEW SCHOOL

MISSION STATEMENT

It is the mission of Island View School to utilize our therapeutic environment to help every student develop a vision for lifelong learning while equipping them with the intellectual tools they will need for success.

BELIEF STATEMENTS

The staff at Island View believes:

- All students can learn, and should be provided with a variety of instruction to support their learning.
- Each student is valuable and has distinct physical, social, emotional, and intellectual needs.
- Continuous self-evaluation and improvement as individuals and as an organization will enhance our ability to achieve our mission.
- A student's self esteem is enhanced by positive relationships and mutual respect fostered by a safe environment which promotes learning.
- The educational process and the therapeutic environment are interdependent and invaluable resources for a student's growth.
- Each individual in the educational community is responsible for his or her own actions.

MEMBERS OF THE VISITING TEAM

Elizabeth Hunt, The Madeleine Choir School, Chairperson

Georgia Loutensock, Utah State Office of Education

Nick Pakidko, Provo Canyon School

VISITING TEAM REPORT

ISLAND VIEW SCHOOL

CHAPTER 1: SCHOOL PROFILE

Island View School is a special purpose school serving students with emotional, social, and psychological issues. At Island View, students receive the special educational support necessary to be successful in school, but undergo extensive psychotherapy as well. Island View is a lock- down facility, because in many cases students' safety is at risk due to the severity of their emotional issues. This school provides a structured, nurturing environment for students who have had difficulty in traditional school and family settings. The average length of stay for students is nine months to one year. During that time, students undergo intense psychotherapy, attend a regular academic program, and receive daily exercise or physical education. Island View has undergone expansion and positive changes over the past nine years. It is evident from this report that the faculty and staff are progressive and have been open to change in order to benefit the students who attend the school.

a) What significant findings were revealed by the school's analysis of their profile?

The perceptions of parents and teachers concerning school programming are very positive. The resident and parent surveys indicate that teachers and administrators of Island View are courteous, helpful, and professional, and that the school facility is neat and clean. One area of concern indicated by the survey results was the perception that the students' social needs were not being met at school. Another point of concern was that students (especially younger students) were not able to balance school, therapy, and leisure activities. A consistent theme in the report was that the psychological and emotional progress of the students must take priority over academic achievement. The faculty and staff referred to the fact that counseling sessions sometimes interfered with academic classes and that students tend not to work to their potential. It is evident from the report that every effort is being made to structure a solid academic program while addressing concerns about students' different ages and abilities, as well as inconsistent class attendance. The faculty and staff have a strong commitment to the students entrusted to their care at Island View School.

b) What modifications to the school profile should the school consider for the future?

The faculty and staff agreed that interaction with peers has been problematic for many Island View residents; challenges for some students include poor personal boundaries, unhealthy relationships, and inadequate social skills. Furthermore, students at the school indicate in the survey that they are lacking social interaction and communication skills. This is an area of concern and should be addressed relative to the DRSLs Interpersonal Skills and Effective Communication.

The diverse needs, learning style, ability, and (to some extent) grade level of each student should be thoroughly evaluated and studied to foster academic success without compromising the essential knowledge and skills that all students are expected to achieve while at Island View School.

The Utah State Core Curriculum should be closely followed when teaching all subjects and levels of academic classes. The holes in curricula should be carefully identified for students at all levels, and multiple ways of assessing students in different subject areas on differing grade and ability levels should be developed.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

There appears to have been a high level of interest and participation among students, teachers, staff, and administration in the process of developing the self-study. There were surveys, meetings, focus groups, feedback sessions, etc., to gain input and keep all members involved.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study honestly reveals the school's limitations, but does not accurately portray the school's strengths. The academic program, the curriculum content, the variety of course offerings, the personal relationships and strong mutual respect among teachers, students, counselors, and staff were clearly evident to the Visiting Team but are not emphasized enough in the report. The level of communication between counselors and teaching staff is much higher than the self-study indicates.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Island View School's desired results for student learning (DRSLs) are as follows:

It is the responsibility and goal of the entire Island View School community (students, teachers, staff) to ensure that every Island View Student will be:

A Life Long Learner

A life long learner is a student who has gained the basic knowledge and learning skills to help him or her continue learning after high school and to use these skills effectively. A life long learner is a student who:

1. Connects knowledge from different experiences and subject areas.
2. Identifies strengths, needs, goals and progress
3. Initiates learning and understanding.
4. Assumes responsibility.

A Complex Thinker

A complex thinker is a student who has acquired a variety of thinking skills, and who can use these skills in any situation. A complex thinker is a student who:

1. Identifies and utilizes a variety of thinking skills.
2. Interprets, organizes, and manages new information.
3. Predicts outcomes and consequences when making decisions.

An Effective Communicator

An effective communicator is a student who can successfully interact with others through many different methods, including reading, writing, listening, and speaking. An effective communicator is a student who:

1. Selects and utilizes appropriate methods and modes of communication.
2. Identifies and adapts communication to his or her audience.
3. Receives and understands communication of ideas through various mediums.

A Collaborative Worker

A collaborative worker is a student who can work effectively with others to identify and achieve specific goals and obtain specific results. A collaborative worker is a student who:

1. Identifies and balances personal and group needs.
2. Transitions between roles as peer and leader smoothly.
3. Treats peers with respect and compassion.

Personally and Socially Responsible

A student who is personally and socially responsible is a student who participates in his or her smaller community and world community to promote both personal and public good. A personally and socially responsible student is a student who:

1. Identifies and utilizes appropriate strategies to solve conflicts.
2. Balances work, therapy, and leisure activities.
3. Identifies and respects individuals' rights and property.

Employable

A student who is employable is a person who can obtain and keep a job and who can transition or change careers when needed. An employable student is a student who:

1. Identifies and plans a career path.

2. Accepts responsibility for professional and personal development.
3. Identifies and develops a personal role within a variety of organizational systems.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent does the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school used a consensus building process that involved students, teachers, and administration to define their vision, beliefs, mission and goals. The school certainly has a compelling purpose and direction, yet, by the nature of its design, it is limited in how much collaboration it can build outside the immediate school community. Parents are involved in the collaboration process by telephone, e-mail, and mail. Ninety-five percent of the students are from out of state. It appears to be difficult to keep parents up to date with regard to the everyday life and changes of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The set of beliefs defined by the school does reflect the commitment of the administration and staff to strongly support student achievement and success.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission and most of the belief statements align with the DRSLs; however, there is not a belief statement that outlines the importance of an "Effective Communicator," the fourth DRSL. This may be covered by therapy in an informal setting.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure that the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum in many classes has clearly defined standards and addresses the State Core Curriculum; however, as was stated in the profile, "Students do not generally spend one complete year with our educational staff; it is difficult to ensure that all students receive instruction that meets all core curriculum standards" (p. 59). The

faculty was honest with the Visiting Team and, as often as possible, teaches to the Core Curriculum.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

As stated in the profile, “Alignment of Island View’s curriculum and instructional strategies with the DRSLs for student learning exists in all classes, but the degree to which they align varies from classroom to classroom” (p. 59). There appears to be great effort on the part of the teachers to teach with the DRSLs in mind.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Island View teachers offer a wide variety of course offerings and personalized instruction for students. The strength of the staff is reflected in the diversity of teaching styles they use even while adhering to the Utah Core Curriculum.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

All teachers are required to attend special education training taught by Judy Jacques, Director of Education and special education teacher. Accommodations are made for students in the form of tutoring, inclusion, IEP, small group teaching, etc. It appears that the student body differs greatly in their ability levels and learning potential. The teachers utilize many different teaching strategies and approaches while teaching a basic core curriculum.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

There is a wide variety of extracurricular, as well as curricular, assistance to help students in all aspects of their lives (i.e., study hall, tutoring, Internet access, correspondence, tutoring with a learning specialist, etc.). Frequent staff meetings give teachers the opportunity to assess student progress, as does the constant contact between faculty and students in the classroom and in regular living situations.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

It is difficult to accurately understand Island View's schoolwide assessment of student learning because it lacks clear articulation. The Visiting Team was pleased to note Action Plan Goal #1, "To create a system wide comprehensive assessment system by which to measure student achievement in the content areas as it is directly affected by the Island View education program" (page 84 of the SIP). During the visit, the Visiting Team did see a variety of effective classroom assessment practices, such as student presentations, written tests and worksheets, oral questioning, etc.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

As observed by the Visiting Team, students were given several ways to express their understanding of a subject, such as group discussion, portfolios, written tests, essays, individual and group projects, journals, etc. These assessments allow different types of learners the opportunity to be expressive in a way complementary to each individual's unique learning style.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

It is difficult to evaluate the design of assessment tools, since the Visiting Team was in the school for only one day. The students observed were participating in the assessment procedures. The schoolwide assessment mentioned in Goal #1 is in the initial stages of development.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The governing body and formal leadership of the school have changed over the last few years. A director of education and an administrative assistant have been added to accommodate the expanding physical size of the school and the increased number of students. The addition of these two employees appears to have strengthened the faculty and created a very positive climate in the school. The faculty works as a positive team under very knowledgeable leadership.

- b) *To what extent does the school leadership employ effective decision-making that is data-driven, research-based, and collaborative?*

The leadership works as a team with teachers to do the following things:

- Develop a curriculum-based content test to be administered to all incoming students.
- Evaluate content data yearly.
- Develop schoolwide DRSLs and rubrics.

- Investigate the differentiation of instruction for students entering Island View School.
- Make critical decisions with regard to curriculum, assessment, and welfare of entering students.

c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership of Island View School oversees the administration of the Iowa Achievement Test. In addition, grade point averages (GPAs) are closely monitored and IEPs are written for a portion of the school population.

d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

Schoolwide policies and operational procedures are consistent with the school's beliefs and mission, and are intentionally designed for the purpose of maximizing student learning. The school is organized for student and staff success in achieving the school's goals.

e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources (e.g., human resources, time as a resource for learning, physical resources, instructional resources, financial resources) are aligned with the school's goals.

f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The main emphasis at Island View is therapeutic treatment of adolescents. The leadership encourages collaboration between counselors and teachers to better understand and serve the students. The leadership empowers the school community to work as partners in education to create a coherent and seamless instructional program for students.

Community Building:

a) *To what extent does the school foster community building and working relationships within the school?*

There is evidence of positive and productive working relationships that have been established among students, teachers, support staff, and administrators. Academic teachers interact on different levels with students as members of an integrated treatment team and as classroom teachers. The school's dedication to creating and supporting a learning environment for students that nurtures a sense of caring and belonging is evident in many facets of the work of the school.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Because of the nature of the school, students are not an active part of the surrounding community. Students are engaged in a highly structured daily schedule of therapeutic activities when they are not in the classroom. The teachers, counselors, and staff are closely networked and interact on a day-to-day basis. Students will occasionally be escorted on academic field trips in the nearby community.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Island View School has begun efforts to implement a comprehensive and ongoing professional development program, which includes frequent inservice for teachers. The school is in its ninth year of operation, and there is strong evidence of continuous school change and improvement. The school's leadership and other stakeholders support school improvement and professional development. The school profile and self-study represent an honest assessment of where the staff members see themselves in the school improvement process.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The administration and staff recognize the need for and have a desire for continuous improvement. These two groups recognize the importance of the "ongoing process" of school improvement and are willing to take risks, try something new, and continue learning together.

CHAPTER 4: NORTHWEST ASSOCIATION OF SCHOOLS, COLLEGES, AND UNIVERSITIES (NASCU) STANDARDS I-X

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is met.

Standard X – Activities

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The Island View School goals for improvement are as follows:

Goal #1: To create a system wide comprehensive assessment system by which to measure student achievement in the content areas as is directly affected by the Island View education program.

Goal #2: To develop a system wide assessment system of achievement in relationship to schoolwide DRSLs.

Goal #3: To decrease the negative impact of absences from the classroom on student achievement.

Goal #4: To assess and address the needs of the youngest members of our student population.

Goal #5: To create a positive, welcoming school environment for new residents in order to have a positive effect on student learning during the transition phase of their time at Island View.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and system-wide?*

There is a strong, enthusiastic commitment to the action plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

The follow-up process appears to sound and logical. The leadership and faculty of the school have created clear steps as outlined in the school goals. The goals are feasible and in line with the shortcomings of the school. Frequent assessment will be necessary to accomplish the ambitious goals for school improvement.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- There is strong leadership at Island View School. Dr. Lorin Broadbent, Dr. Jared Balmer, and Judith Jacques are well respected among the faculty and staff.
- The faculty is cohesive and work as a team to promote the best education for students.
- The fact that several members of the faculty have been at the school for over five years shows a consistency and strength among the teaching staff.
- There are two scholarships per year given to students in need; this is a very positive aspect of the school.
- The learning activities are very much geared to the different learning styles and strengths of the students. There were many hands-on activities observed in the classrooms.
- There were several different teaching strategies observed in the classrooms during the school day. Teachers used higher-level questioning in classes such as English, social studies, and science.
- The Visiting Team observed, in several instances, an application of lifelong learning skills that were discussed or emphasized as a part of a specific academic subject.
- The faculty was current in teaching strategies and there was strong evidence of the use of best practices in the lessons that were observed.
- The staff participates in ongoing education such as workshops, inservice, and exchange of ideas with each other.
- There is strong evidence of a positive coordination of therapy with the academic program.

Recommendations:

- It is recommended that the faculty continue inservice on a regular basis, considering the varied population and changing academic needs of students who attend Island View School.
- It is recommended that the faculty be encouraged to obtain a special education endorsement as well as attend workshops on current teaching methods.
- It is recommended that the faculty study the possibility of including courses not currently available for students, such as healthy lifestyles, vocational and career options, etiquette, personal finance, etc.
- It is recommended that students be exposed to more guest speakers (related to topic of study) and that students have the opportunity to go on more academic field trips.
- It is recommended that the State Core Curriculum serve as a guideline for all major course offerings.
- It is recommended that the Core Curriculum be carefully studied and modified, if necessary, to meet the needs of the younger student population (13- and 14-year-old students) who enter Island View School.